

<u>Timeline</u>	<u>Topic</u>	<u>Key concepts and knowledge</u>	<u>Skills development</u>	<u>Rationale</u>
Term 1	<u>Production Analysis (Part 1)</u>	Introduction to production analysis using students understanding of staging and characters, script from previous years. Understanding the roles and responsibilities of theatre company. Experience of live theatre production.	To analyse and recognise the features of theatrical production, including staging and character. To be able to identify the various roles in theatre and their part in a performance.	This unit is about developing drama skills further. Focussing on staging and character and analytical skills. Giving students the opportunity to experience script work and stage performance in ‘action’ and the roles within theatre.
	<u>Production Analysis (Part 2)</u>	Planning the design elements of a production linked to the script ‘Noughts & Crosses’. Embedding the performance skills using a more complex script. Contemporary script links to Shakespeare.	Plan and perform a piece based on a contemporary script/text Plan and design the various elements within a production including: <ul style="list-style-type: none"> • Staging • Lighting • Set The ability to form links between contemporary texts to historical script/text.	This is unit furthers understanding of script and stage work using more complex scripts and characters. Introduction to how contemporary theatre links with historical texts/script.
Term 2	<u>Workshops in the style of different practitioners.</u>	Investigating the work of... <ul style="list-style-type: none"> • Stanislavski (naturalism) • Brecht (breaking the fourth wall) • Frantic Assembly (physical theatre) ...through performance workshops. Analysing and experimenting using improvisation, linked to the different styles and genres.	To create Improvisations linked to different styles and genres. To develop skills within the 3 styles of the Theatre through practical investigation. To develop written and analytical skills	This unit is about developing drama skills further through performance workshops. Focussing on staging and character through the use of improvisational skill. This unit is used to consolidate dramatic elements through analysis and experimentation.
Term 3	<u>Theatre in Education</u>	Students to create a Structured, planned improvisation based on an issue. Embedding all areas of Drama <ul style="list-style-type: none"> • Staging • Characterisation • Vocal Skills • Physical Skills Using a style from a chosen practitioners or musical theatre.	To be able to link concepts of ‘Social Justice’ into a structured, planned improvisation. To combine the various elements of theatre within a piece, using the style of a chosen practitioner.	This unit is to consolidate all drama elements used within all units. Introduction to responding to a brief. This unit is about developing drama skills further. Focussing on new styles of performance i.e. ‘Social Justice’ theatre. Giving students the opportunity to combine script work and stage performance.